



**Riverside County
Board of Education**

Kim J. Cousins

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Bruce N. Dennis

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Ben Johnson II

Elizabeth F. Romero

DATE: August 26, 2022

TO: Dr. Allan J. Mucerino, District Superintendent
Mrs. Julie A. Moreno, Board President
Ms. Alisha Fogerty, Chief Business Officer, Business Services
Dr. Resma Byrne, Assistant Superintendent, Educational Services
Alvord Unified School District

FROM: Edwin Gomez, Ed.D., Riverside County Superintendent of Schools

BY: Scott Price, Ph.D.  Amanda Corridan 
Chief Business Official Chief Academic Officer
(951) 826-6790 (951) 826-6648

SUBJECT: 2022-23 LCAP and ADOPTED BUDGET – APPROVAL

The County Superintendent of Schools is required to review and approve the district's Local Control and Accountability Plan or the annual update to an existing Local Control and Accountability Plan prior to the approval of the district's Adopted Budget [Education Code Section 42127(d)(2)].

Adopted Local Control and Accountability Plan

In accordance with California Education Code (EC) Section 52070, our office has completed its review of the district's 2022-23 Local Control and Accountability Plan (LCAP) to determine whether it adheres to the guidelines adopted by the State Board of Education (SBE).

The district's adopted LCAP has been analyzed to determine whether:

- The plan adheres to the template adopted by the State Board of Education.
- The budget includes sufficient expenditures to implement the actions and strategies included in the plan, based on the projected costs included in the plan.
- The plan adheres to the expenditure requirements for funds apportioned on the basis of the number and concentration of unduplicated pupils.
- The plan includes the calculations to determine whether there is required carryover. If applicable, the plan includes a description of the planned uses of the specified funds and a description of how the planned uses of those funds satisfy the requirements for specific actions to be considered as contributing toward meeting the increased or improved services requirement.

The district's adopted LCAP has been analyzed in the context of the guidance provided by the California County Superintendents Educational Services Association (CCSESA) and the California Department of Education (CDE). Based on our analysis,

the district’s Local Control and Accountability Plan for the 2022-23 fiscal year has been approved by the Riverside County Superintendent of Schools. Our goal is to further enhance the performance of students by providing feedback and inquiry questions that will support your refinement of future Local Control and Accountability Plans and any additional plans designed to close the achievement gap in metrics that impact student preparedness for college and career.

Student Achievement

The purpose of the LCAP is to ensure that all students graduate from high school with the skills needed to be successful in both college and career. Riverside County Office of Education conducted a review of research on K-12 college readiness indicators to identify those that would align with the LCAP purpose and have the greatest impact. As a result of this research, we recommend that local education agencies (LEAs) closely monitor the metrics listed in the data table below for all student groups.

Alvord Unified School District Student Groups – Program Participation Status						
Indicator	LEA	Socioeconomically Disadvantaged	English Learner	Foster Youth	Homeless Youth	Students with Disabilities
Enrollment Count 2021 ¹	17,682	13,595	5,111	99	679	2,215
Enrollment Percent 2021 ¹	N/A	76.9	28.9	0.6	3.8	12.5
English Language Arts (ELA) Achievement	#	#	#	#	#	#
Mathematics Achievement	#	#	#	#	#	#
English Language Proficiency Assessments for California (ELPAC) Summative Level 4 Percentage 2021 ²	N/A	N/A	16.6	N/A	N/A	N/A
Reclassified Fluent English Proficient Rate 2021 ^{3†}	N/A	N/A	1.9	N/A	N/A	N/A
Graduation Rate 2021 ¹	87.7	86.4	77.6	66.7	86.8	77.0
College and Career Prepared Rate 2021	#	#	#	#	#	#
A-G Completion Rate 2021 ¹	34.3	31.1	14.8	0.0	24.2	7.7
Career Technical Education (CTE) Completion Rate 2021 ¹	12.3	11.7	10.9	0.0	6.6	6.6
Dropout Rate 2021 ³	4.2	4.8	7.5	0.0	6.4	6.5
Chronic Absenteeism Rate 2021 ³	12.7	14.7	16	31.3	27.2	15.3

Alvord Unified School District Student Groups – Program Participation Status						
Indicator	LEA	Socioeconomically Disadvantaged	English Learner	Foster Youth	Homeless Youth	Students with Disabilities
Suspension Rate 2021 ³	0.1	0.1	0.1	0.0	0.1	0.2
Expulsion Rate 2021 ³	0.0	0.0	0.0	0.0	0.0	0.0
¹ California School Dashboard/Dashboard Additional Report Files ² CAASPP (California Assessment of Student Performance and Progress)/ELPAC Reporting Website and Files ³ CDE Dataquest and Files † Indicator Includes Charter Schools Within the District * Data Suppressed for Student Privacy Reasons # Data Unavailable Due to CA School Dashboard Suspension Due to the COVID-19 Pandemic						

Alvord Unified School District Student Groups – Race/Ethnicity									
Indicator	LEA	American Indian	Asian	Black/African American	Filipino	Hispanic	Pacific Islander	White	Two or More Races
Enrollment Count 2021 ¹	17,682	41	658	670	273	14,139	90	1,533	241
Enrollment Percent 2021 ¹	N/A	0.2	3.7	3.8	1.5	80.0	0.5	8.7	1.4
English Language Arts (ELA) Achievement	#	#	#	#	#	#	#	#	#
Mathematics Achievement	#	#	#	#	#	#	#	#	#
Graduation Rate 2021 ¹	87.7	*	89.1	90.2	96.7	86.5	*	91.9	95.0
College and Career Prepared Rate 2021	#	#	#	#	#	#	#	#	#
A-G Completion Rate 2021 ¹	34.3	*	60.9	33.3	60.0	30.9	*	44.3	50.0
Career Technical Education (CTE) Completion Rate 2021 ¹	12.3	*	15.2	5.9	23.3	12.2	*	12.8	10.0
Dropout Rate 2021 ³	4.2	*	2.2	5.8	0.0	4.6	*	2.8	4.8

Alvord Unified School District Student Groups – Race/Ethnicity									
Indicator	LEA	American Indian	Asian	Black/African American	Filipino	Hispanic	Pacific Islander	White	Two or More Races
Chronic Absenteeism Rate 2021 ³	12.7	22.0	2.7	15.1	2.5	13.5	17.0	10.7	9.6
Suspension Rate 2021 ³	0.1	0.0	0.1	0.1	0.0	0.1	0.0	0.1	0.0
Expulsion Rate 2021 ³	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
¹ California School Dashboard/Dashboard Additional Report Files ² CAASPP/ELPAC Reporting Website and Files ³ CDE Dataquest and Files †Indicator Includes Charter Schools Within the District *Data Suppressed for Student Privacy Reasons # Data Unavailable Due to CA School Dashboard Suspension Due to the COVID-19 Pandemic									

We offer the following commendations and inquiry questions to consider for the implementation of the 2022-23 Local Control and Accountability Plan and the refinement of the plan in future years:

Student Success in Academics

The district is to be commended for their commitment to rigorous coursework with courses offered and continued support for visual and performing arts (VAPA). The commitment to community partners with the A-G Completion Improvement Grant, Thought Exchange platform that provided educational partners with another way to give input, and formalized parent meetings such as Parent Advisory Committee and District English Learner Advisory Committee to support student success in academics.

Additional dialogue related to the questions below may support achievement of the goals and desired outcomes aligned to student academic achievement:

- In what ways could the district further monitor and ensure rigorous, best first instruction across all disciplines in order to accelerate achievement for Foster Youth, Pacific Islander, and Students with Disabilities student groups?
- In what ways might the district family engagement coordinator support the connections between families and school to support learning acceleration ensuring students show increased academic growth in ELA and mathematics?
- In what ways can students, families, and educational partners be involved in the piloting of new materials for mathematics and world languages?

Student Access, Enrollment, and Success in Rigorous Coursework

The district is to be commended for developing more robust college and career opportunities for students. Opportunities include providing busing and readiness sessions for Advanced Placement (AP) students, professional development to AP teachers, increasing CTE offerings, connecting AP goals to elementary foundational literacy support, providing strategic math support for AP students, offering International Baccalaureate support, materials and supplies, and bolstering district and site personnel to oversee these district priorities. Furthermore, the district has achieved some notable student success as indicated by increasing the percentage of University of California/California State University (UC/CSU) course completion and CTE rates.

Additional dialogue related to the questions below may support achievement of the goals and desired outcomes aligned to student access, enrollment, and success in rigorous coursework:

- How might the district measure the academic impact of each of the college and career supports provided to the English Learner student group?
- How might the district build upon the success of the model used to increase student enrollment in CTE and UC/CSU course completion and leverage these practices to increase student access, enrollment, and successful completion of AP courses?
- How might the district engage in more purposeful and regular monitoring practices ensuring more student groups will successfully complete College/Career Indicators?

Student Engagement and School Climate

The district is to be commended for the utilization of a district-wide Continuous School Improvement framework for each school, including the Plan, Do, Study, Act model and needs assessment protocols. In addition, the district continues to focus on chronic absenteeism with a decrease for two or more races and a plan to invest in a more efficient attendance monitoring system. Congratulations is also in order for being the recipient of CDE's 2021 Model School Attendance Review Board Award. Other commendations include decreases in suspension rates for American Indian/Alaska Native, African American, two or more races, and white student groups, increase in the Foster Youth student group graduation rate, maintaining zero middle school dropouts and decreasing the rate of high school dropouts, providing Advancement Via Individual Determination (AVID) elementary through high school and offering multiple CTE pathways and dual enrollment. Finally, the district is to be commended for new actions in providing extracurricular activities to increase student engagement and for considering connections between chronic absenteeism and annual survey responses, indicating 47 percent of fifth graders and 49 percent of secondary students perceive school as “boring.” As a result of these efforts, Alvord has seen an overall decline in suspensions and expulsion rates, with foster youth attendance increasing.

Additional dialogue related to the questions below may support achievement of the goals and desired outcomes aligned to student engagement and school climate:

- In light of the decision to not hire a Director of Equity and Access, how might the district utilize local resources and connections to ensure a commitment to growth in this area?

- What might support, specifically for foster youth chronic absenteeism (14.5 percent increase in foster youth chronic absenteeism), look like beyond support for all students?
- Beyond participation numbers (1,700 students), how might the district assess the impact of expanded learning on student engagement?
- With 33 percent of 5th graders indicating they do not feel happy or good most of the time, what might direct and immediate support for these students look like?
- With only 59 percent of 7th, 9th, and 11th graders indicating "Strongly Agree" or "Agree" with the prompt, "I feel safe in my school," how might the district seek further input from students to address students' safety needs?

Monitoring Progress

It is recommended that the district utilize a process that continually assesses the progress of each planned action and its effectiveness in achieving the *Desired Outcomes* related to each goal specified in the LCAP. Identifying leading indicators for progress on goals and developing a system to monitor those indicators throughout the year is encouraged. The information received from progress monitoring can support communication with stakeholders and provide information the district will need to clearly articulate, in the *Goal Analysis* section of the plan, the effectiveness of the planned actions/services.

To access resources and tools that will support future LCAP development, please go to <https://www.rcoe.us//lcap-support>.

Fiscal Recommendations

During our review, we identified opportunities to improve data accuracy between the district's LCAP and fiscal documents. After board adoption, the district revised certain items, which had no material impact on the implementation of the district's plan.

Adopted Budget

The district's Adopted Budget was developed in the context of the Governor's 2022-23 May Revise. Subsequently, the 2022-23 State Budget was adopted, which contained significant differences from the May Revise. The district should update and revise its budget projections to reflect changes in available funding along with updating LCAP contributing actions and services to incorporate the associated increased funding.

Based on our analysis of the information submitted, and our assessment of revenue changes in the enacted State Budget, we approve the district's budget, but would like to highlight the following:

Enrollment and Average Daily Attendance (ADA) – The district estimates 16,405 ADA for the current fiscal year, or a 5.4 percent increase from certified 2021-22 P-2 ADA. For 2023-24, the district projects a 1.4 percent decrease in ADA and for 2024-25, the district projects a 3.2 percent decrease in ADA. It will be important for the district to monitor enrollment in the current and subsequent years to ensure accurate LCFF revenue and plan accordingly.

Local Control Funding Formula (LCFF) – The district’s Adopted Budget included COLAs for LCFF funding of 6.56 percent, 5.38 percent, and 4.02 percent for the 2022-23, 2023-24, and 2024-25 fiscal years, respectively. Subsequent to the district’s Adopted Budget approval, the 2022-23 enacted State Budget included a statutory COLA of 6.56 percent with an additional 6.28 percent increase to the LCFF base grants for the current fiscal year. The enacted State Budget also included a 2021-22 ADA relief provision. We encourage the district to update its projection of available LCFF funding provided by the enacted state budget.

Unrestricted Deficit Spending – The district’s Adopted Budget indicates a positive ending balance for all funds in the 2022-23 fiscal year. However, for the unrestricted General Fund, the district anticipates expenditures and uses will exceed revenues and sources by \$2.1 million in 2022-23. Multi-year financial projections indicate an unrestricted General Fund operating deficit due to the spending down of LCAP carryover of funds for the current fiscal year.

Employee Negotiations – As of board date, June 23, 2022, the district reports salary and benefit negotiations continue with both the certificated and classified bargaining units for the 2022-23 fiscal year. Prior to entering into a written agreement, California Government Code (GC) Section 3547.5 requires a public school employer to publicly disclose the major provisions of a collective bargaining agreement, including but not limited to, the costs incurred in the current and subsequent fiscal years. The disclosure must include a written certification signed by the district superintendent and chief business official that the district can meet the costs incurred by the district during the term of the agreement. Therefore, please make available to the public and submit a disclosure to our office at least ten (10) working days prior to the date on which the governing board is to take action on a proposed agreement.

Reserve for Economic Uncertainties – The minimum state-required reserve for a district of Alvord Unified School District’s size is 3.0 percent. The district projects to meet the minimum reserve requirement in the current and two subsequent fiscal years. Additionally, existing law imposes a 10 percent cap on the amount school districts can maintain in their reserves in fiscal years immediately succeeding those in which the Public School System Stabilization Account balance is at least 3 percent of TK-12 Prop. 98 funding. This condition was met with the 2021-22 deposit amount, triggering the local reserve cap for the 2022-23 fiscal year. The district projects to meet the imposed 10 percent reserve cap.

Cash Management – Attention to cash solvency remains a critical fiscal practice and should continue to be prioritized in the coming year. The district projects sufficient cash balances to cover projected expenditures during the 2022-23 fiscal year. Should the district identify the need for temporary borrowing options, our office strongly advises districts to consult with legal counsel and independent auditors prior to using Cafeteria Special Revenue Fund (Fund 13) and Building Fund (Fund 21) for temporary interfund borrowing purposes to remedy cash shortfalls.

AB 2756 – Current law, as enacted through AB 2756 (Chapter 52, Statutes of 2004), requires the County Superintendent to review and consider any studies, reports, evaluations, or audits that may contain evidence a district is showing fiscal distress. Our office did not receive any such reports for the district.

2022-23 LCAP and Adopted Budget – Approval

Alvord Unified School District

August 26, 2022

Page 8

Conclusion

Our office commends the district for its efforts thus far to preserve its fiscal solvency and maintain a quality education program for its students. If we can be of further assistance, please do not hesitate to contact our office.